

St Michael's Church of England Primary School

Enfield

Child Protection and Safeguarding Policy

Including Safer Recruitment, Allegations Against Staff and Low-Level Concerns

Our School Values

Love • Respect • Integrity

These values underpin every aspect of safeguarding at St Michael's. We act with love for every child's wellbeing, respect for their dignity and rights, and integrity in all our actions and decisions.

Approved by:	Governing Board	Date: September 2026
Last reviewed:	September 2026	KCSIE 2026 compliant
Next review:	September 2027	Reviewed by Headteacher & Chair of Governors

Summary of changes since the January 2026 version

This policy has been updated to reflect Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, and DfE/Enfield guidance issued since September 2025. Key changes include:

- A new duty to promote an inclusive, anti-discriminatory culture and to recognise racism, faith-targeted abuse and other prejudice-based discrimination as harm (section 1, 4, 5.1, 7.9 and Appendix 4)
- A revised definition of sexual abuse, widened from 'forcing or enticing' to 'forcing, causing or inciting', with greater emphasis that children are more likely to know their abuser, and that under-13s can never legally consent to sexual activity (section 3 and Appendix 1)
- New sections on Young Carers (section 13), Volunteers and DBS checks (section 14), Restrictive Interventions including reasonable force (section 15), Use of Alternative Provision (section 16), and Child Leaving or Joining the School (section 17)
- Updated online safety section reflecting the revised 4 Cs of online risk, generative AI, filtering and monitoring, and cyber security expectations (section 8)
- New guidance on medical conditions and allergy safety, and on the barriers SEND and communication needs can create to a child disclosing abuse (section 10), and on Family Help and Early Help (section 7.5)
- Removal of the automatic 'supervision' exemption for volunteers from 1 September 2026, meaning most regular volunteers now require an enhanced DBS check (section 14)
- Updated Restrictive Interventions guidance in line with the DfE's April 2026 update to Use of reasonable force in schools (section 15)

Important Contacts

Role / Organisation	Name	Contact Details
Designated Safeguarding Lead (DSL)	Lisa Cordaro	0208 363 2724 dsl@st-michaels.enfield.sch.uk
Deputy DSLs	Jennifer Mayho, Jade-Simone Bacon, Karen Ayres	0208 363 2724
Local Authority Designated Officer (LADO)	Andreas Kyriacou	020 8132 0369 07958 662072 andreas.kyriacou@enfield.gov.uk safeguardingservice@enfield.gov.uk
Chair of Governors	Juliette Doggett	0208 363 2724
Enfield MASH (previously SPOE)		0208 379 5555
Enfield Early Help / Family Help		Via Enfield MASH 0208 379 5555, or discuss with the DSL
LADO Referrals		safeguardingservice@enfield.gov.uk
Police Safeguarding Hub		0208 733 5139
Emergency Duty Out-of-Hours Social Worker		0208 379 1000
Channel Helpline		020 7340 7264
NSPCC Helpline		0808 800 5000
NSPCC Whistleblowing Helpline		0800 028 0285 help@nspcc.org.uk

1. Aims

St Michael's Church of England Primary School is committed to safeguarding and promoting the welfare of all children in our care. Guided by our values of Love, Respect and Integrity, we aim to ensure that:

- Every child is loved, valued and protected — reflecting our Christian ethos and commitment to each child's God-given worth
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- A culture of openness, trust and vigilance is maintained throughout the school community

New for KCSIE 2026: we promote an inclusive, anti-discriminatory culture in which racism, faith-targeted abuse, sexism, misogyny, misandry, homophobia, biphobia, transphobia, sexual violence and sexual harassment are recognised, challenged and never tolerated.

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2026 (in force from 1 September 2026) and Working Together to Safeguard Children 2026, and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our local safeguarding partners: the London Borough of Enfield, North Central London Integrated Care Board, and the Metropolitan Police Commander for Enfield and Haringey.

Key legislation and guidance underpinning this policy includes:

- Section 175 of the Education Act 2002 — places a duty on schools to safeguard and promote the welfare of pupils
- The Children Act 1989 (and 2004 amendment) — provides the framework for care and protection of children
- The School Staffing (England) Regulations 2009 — sets out requirements for the single central record and safer recruitment
- Section 5B(11) of the Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015) — places a mandatory duty on teachers to report FGM
- The Rehabilitation of Offenders Act 1974 — outlines when people with criminal convictions can work with children
- The Safeguarding Vulnerable Groups Act 2006 — defines regulated activity in relation to children
- Counter-Terrorism and Security Act 2015 (Prevent duty) — outlines schools' duties regarding radicalisation and extremism
- The Human Rights Act 1998
- The Equality Act 2010 and the Public Sector Equality Duty
- The Childcare (Disqualification) and Childcare Act 2006
- Working Together to Improve School Attendance (statutory guidance)
- **The Children's Wellbeing and Schools Act 2026** — recently passed legislation reflected across this policy
- **The Crime and Policing Act 2026** — removes the automatic exemption from regulated activity for supervised volunteers (see section 14, Volunteers)

- **The Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025**
- **The Early Years Foundation Stage (EYFS) 2026 statutory framework** — increased safeguarding and welfare requirements (section 3)
- **Use of reasonable force in schools** (DfE guidance, updated 1 April 2026) — see section 15
- **Allergy safety in schools** (DfE guidance) — see section 10
- **Alternative provision** (DfE guidance, February 2026) and Non-school alternative provision: voluntary national standards (31 August 2026) — see section 16

3. Definitions

Safeguarding and promoting the welfare of children means, in line with KCSIE 2026 and Working Together 2026:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Abuse, neglect and exploitation is a form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical, as well as the impact of witnessing the ill treatment of others. This can be particularly relevant in relation to the impact of all forms of domestic abuse on children, including where they see, hear or experience its effects.

Children includes everyone under the age of 18.

Sexual abuse (updated definition, KCSIE 2026): involves forcing, causing or inciting a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. Sexual abuse is not solely perpetrated by adult males — women and other children can also commit acts of sexual abuse. A child under the age of 13 can never legally consent to sexual activity. See Appendix 1 for full detail.

Nudes and semi-nudes, including where generated by AI: refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18, whether real or AI-generated (see section 7.10).

Young carer: a person under 18 who provides, or intends to provide, care for another person, other than where the care is provided under a contract, as voluntary work, or otherwise for payment. Being a young carer does not in itself constitute a safeguarding concern, but caring responsibilities may contribute to or indicate additional vulnerability (see section 13).

Children who are lesbian, gay, bisexual, or gender questioning: staff should create a culture where all pupils feel safe to speak out. The school takes a thoughtful, supportive approach to gender-questioning children, considering their broad range of needs in partnership with parents and available guidance from the Equality and Human Rights Commission (EHRC).

Autism: this policy uses the term 'autism' in line with KCSIE 2026 and current SEND guidance.

4. Equality Statement

Guided by our values of Love, Respect and Integrity, we are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND), autism or health conditions (see section 10)
- Are young carers (see section 13)
- May experience racism, faith-targeted abuse or other discrimination because of their race, ethnicity, religion, perceived religion, lack of religion, gender identity or sexual orientation
- Have English as an additional language
- Are living in difficult situations, e.g. temporary accommodation, or where there are issues of substance abuse or domestic violence
- Are in a family circumstance presenting challenges for the child, such as parental drug and alcohol misuse, adult mental health issues and domestic abuse
- Are at risk of FGM, sexual exploitation, forced marriage, honour-based abuse or radicalisation
- Are at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation
- Are asylum seekers or from new migrant families
- Are at risk due to their own or a family member's mental health needs
- Are looked-after, previously looked-after, or care leavers (see section 12)
- Are in kinship care or privately fostered (see section 12)
- Have unexplainable and/or persistent absences from education
- Are absent from education as a warning sign of safeguarding concerns, including sexual abuse or exploitation

New for KCSIE 2026: racism and abuse targeted at a child's faith, perceived faith or lack of faith can significantly affect their welfare, wellbeing and sense of safety. Such harm is a safeguarding concern in its own right and will be recognised, recorded and responded to in accordance with our safeguarding procedures, whether it occurs in person or online.

5. Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, trainees, volunteers and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education within a whole-school approach that reflects our values of Love, Respect and Integrity, and maintains a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia, racism, faith-targeted abuse and sexual violence/harassment. This is underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of Relationships, Sex and Health Education (RSHE) — inclusive, regularly delivered, and updated in line with the DfE's revised RSHE guidance. Topics include:
 - Healthy and respectful relationships
 - Boundaries and consent

- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- Sexual consent, exploitation, abuse, grooming, harassment, rape, domestic abuse, honour-based violence (including FGM and forced marriage)
- Digital safety, including AI, deepfakes and online harms
- Misogyny, gender and mental health

5.1 All Staff

All staff will:

- Read and understand Part 1 and Annex A of KCSIE 2026 and review this guidance at least annually
- Sign a declaration at the beginning of each academic year confirming they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents
- Provide a safe space for pupils who are lesbian, gay, bisexual or gender questioning to speak out and share their concerns
- Recognise that racism, faith-based prejudice and other forms of discrimination can be a form of harm, and challenge it accordingly
- Record all concerns, discussions and decisions made, including the rationale for those decisions

5.2 The Designated Safeguarding Lead (DSL) and Deputy DSLs

The DSL is a member of the senior leadership team. Our DSL is Lisa Cordaro. The DSL takes lead responsibility for child protection and wider safeguarding, and their job description is in line with Annex B of KCSIE 2026, including the DSL's responsibility for ensuring effective, timely information sharing with other agencies.

When the DSL is absent, the deputies — Jade-Simone Bacon (Headteacher), Karen Ayres and Jennifer Mayho — will act as cover. If all are unavailable, Mary McGunnigle (Deputy Headteacher) will act as cover.

The DSL holds and shares information appropriately, keeping detailed written records including instances where referrals may or may not have been made to another agency, and the rationale for such decisions.

5.3 The Governing Board

The governing board will facilitate a whole-school approach to safeguarding and evaluate and approve this policy annually. All governors will read KCSIE 2026 in its entirety. The chair of governors will act as case manager in the event of an allegation against the headteacher. A link governor is appointed to monitor the effectiveness of this policy.

5.4 The Headteacher

The headteacher is responsible for the implementation of this policy, including ensuring that all staff (including temporary staff, trainees and volunteers) are informed of our safeguarding systems as part of induction, and that the DSL has appropriate time, funding, training and resources.

5.5 Virtual School Heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker, and for promoting the educational

outcomes of children in kinship care. They should engage with DSLs, SENCOs, social workers, mental health leads and others.

5.6 Contracted, Supply and Trainee Staff

This policy, and our staff code of conduct, applies equally to contracted staff, supply staff, trainee/student teachers and volunteers working at St Michael's. All are given a safeguarding induction before working unsupervised with children and are made aware of how to report a concern.

6. Information Sharing and Confidentiality

Timely information sharing is essential to effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to protect children. We recognise it is our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity, in line with KCSIE 2026. The safety of the child is always paramount.

The Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 (together, 'data protection laws') do not prevent or limit the sharing of information for the purposes of keeping children safe. We may legitimately share information without consent where it is not possible to gain consent, it cannot reasonably be expected that a member of staff gains consent, or gaining consent would place a child at risk.

Staff should refer to the government's information sharing advice for safeguarding practitioners, which sets out seven 'golden rules' for sharing information. If staff are in any doubt about sharing information, they should speak to the DSL.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

7. Recognising Abuse and Taking Action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Any reference to the DSL in this section includes deputy DSLs.

7.1 If a Child is Suffering or Likely to Suffer Harm, or in Immediate Danger

Make a referral to children's social care and/or the police immediately. Anyone can make a referral. Tell the DSL as soon as possible after making the referral and ensure a written record of the concern, referral and action taken is made.

Role / Organisation	Name	Contact Details
LADO Referrals		safeguardingservice@enfield.gov.uk 0208 379 2850
Enfield MASH		0208 379 5555
Police Safeguarding Hub		0208 733 5139
Emergency Duty Out-of-Hours		0208 379 1000

7.2 If a Child Makes a Disclosure

Reflecting our value of Love, staff should:

- Listen and believe them; allow time to talk freely; do not ask leading questions
- Stay calm and do not show shock or upset

- Tell the child they have done the right thing in telling you
- Explain what will happen next; do not promise to keep it a secret
- Write up the conversation as soon as possible in the child's own words; stick to facts
- Sign, date and pass to the DSL; or make a referral directly if necessary

T.E.D.: staff are reminded to use **Tell, Explain, Describe** prompts (e.g. 'tell me more about that', 'describe what happened') to keep a child talking freely in their own words, rather than closed or leading questions that could shape or suggest an account.

7.3 Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse, neglect and exploitation. Any teacher who discovers that FGM has been carried out on a girl under 18 must immediately report this to the police. This is a mandatory statutory duty.

7.4 If You Have Concerns About a Child

Where possible, speak to the DSL first to agree a course of action. If the DSL is not available, this should not delay appropriate action. You can seek advice at any time from the NSPCC helpline on 0808 800 5000.

7.5 Early Help and Family Help

New section — reflects Working Together to Safeguard Children 2026

Early Help means providing support as soon as a problem emerges, at any point in a child's life. Where a child and their family would benefit from coordinated early support, the DSL will consider a referral for an Early Help assessment or to Enfield's Family Help service, which brings together support for families around a single, trusted practitioner. Staff should discuss any such concerns with the DSL in the first instance.

7.6 If You Have Concerns About Extremism

Where there is a concern, the DSL will consider the level of risk and decide which agency to refer to, including Channel. The DfE dedicated helpline is 020 7340 7264. In an emergency, call 999 or the anti-terrorist hotline on 0800 789 321. The DSL ensures that a Prevent risk assessment is completed and reviewed at least annually, and when circumstances change.

7.7 Mental Health Concerns

Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If you have a mental health concern that is also a safeguarding concern, take immediate action. Services available include: Trained Mental Health First Aiders, Level 2 Counselling (Place2Be), Trained Drawing and Talking facilitator.

7.8 Concerns About a Staff Member, Supply Teacher, Trainee, Volunteer or Contractor

Report concerns to the headteacher as soon as possible, or use the secure email: lowlevelconcerns@st-michaels.enfield.sch.uk. If concerns relate to the headteacher, speak to the Chair of Governors (Juliette Doggett). Where appropriate, the school will inform Ofsted within 14 days. This procedure applies equally to trainee and student teachers (see Appendix 3).

7.9 Child-on-Child Abuse

We recognise that children are capable of abusing their peers. In line with our values, abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. We also recognise the gendered nature of child-on-child abuse, and that racism, faith-targeted abuse and other prejudice-based discrimination may have a significant impact on a child's welfare, wellbeing and sense of safety.

In line with KCSIE 2026, child-on-child abuse is likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents
- Abuse in intimate personal relationships between children
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks and jokes, including online
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images (see section 7.10)
- Upskirting
- Initiation/hazing type violence and rituals

All incidents are recorded securely on CPOMS and/or Arbor. The DSL will take the lead role in any disciplinary process and will support both victims and alleged perpetrators, and will consider whether taking disciplinary action could prejudice a police investigation. For support with sexual thoughts or behaviours, staff can signpost young people to the Lucy Faithfull Foundation's Shore Space confidential chat service.

7.10 Making and Sharing of Nudes and Semi-Nudes, Including Where Generated by AI

Any incident involving the making or sharing of nude or semi-nude images — including images generated or manipulated using AI — must be reported to the DSL immediately. Staff must not view, copy, share or delete imagery. A referral will be made to children's social care given the primary age of our children. All incidents and decisions are recorded in line with section 19 of this policy.

7.11 Reporting Systems for Pupils

Guided by our value of Respect, we take every child's wishes and feelings seriously. We put systems in place for pupils to confidently report abuse, reminding children regularly that they can speak to any trusted adult about any concern.

8. Online Safety and the Use of Mobile Technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material. Our approach is based on the four categories of risk set out in KCSIE 2026:

Content	Being exposed to illegal, inappropriate or harmful content — including pornography, fake news, misinformation, disinformation, conspiracy theories, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
Contact	Being subjected to harmful online interaction — including peer-to-peer pressure, commercial advertising, generative AI applications that simulate interaction, and adults posing as children to groom or exploit them
Conduct	Personal online behaviour that causes harm — including making, sending and receiving explicit images (including AI-generated images), and online bullying
Commerce	Risks such as online gambling, inappropriate advertising, phishing and financial scams

8.1 Filtering and Monitoring

We aim to meet the DfE's filtering and monitoring standards for schools. We identify and assign roles and responsibilities for managing our systems, ensure the leadership team understands the provisions in place, block harmful content without unreasonably impacting teaching, and review our filtering and monitoring arrangements at least annually using the DfE self-assessment tool, reporting the findings to governors.

8.2 Artificial Intelligence (AI)

Generative AI tools are now widespread. We recognise that AI has many uses, including enhancing teaching and learning, but may also have the potential to facilitate abuse, enable misinformation, or expose pupils to harmful content. Staff and pupils are directed to the DfE's Generative AI product safety expectations and to our online safety policy. Filtering and monitoring requirements apply equally to the use of generative AI in school. Staff will be trained in the school's approach to generative AI and how to use it effectively and safely.

8.3 Use of Images, Videos and CCTV

In accordance with data protection laws and KCSIE 2026, we ensure all images and recordings are stored securely, accessed only by authorised staff, and retained for no longer than necessary. We obtain parental consent for the use of photographs and videos of pupils, and CCTV is used and reviewed in line with our data protection policy.

8.4 Cyber Security

Schools are directed to the DfE's cyber security standards for schools. Our approach includes staff training, access controls and an incident response plan.

8.5 Mobile Phones

Staff use of mobile phones is limited to non-contact time when pupils are not present; staff will not photograph pupils on personal devices.

9. Notifying Parents or Carers

Where appropriate, the DSL will discuss concerns with a child's parents or carers. If notifying parents would increase risk to the child, this will first be discussed with children's social care. In cases of child-on-child abuse, we will normally notify parents or carers of all children involved, working with police and/or social care on information sharing. Details of conversations with parents or carers, and the rationale for any decision-making, will be formally recorded in the child's case file.

10. Pupils with SEND, Medical Conditions (Including Allergies) or Health Issues

We recognise that pupils with SEND, disabilities (including autism), or certain health conditions are more likely to be abused than their peers. Additional barriers can exist when recognising abuse in this group. Our SENCO supports the Child Protection Team in putting appropriate specialist measures in place. Any abuse involving pupils with SEND requires close liaison between the DSL and the SENCO.

Expanded — practical considerations for identifying and responding to abuse where a child has SEND or communication needs

When identifying, assessing and responding to a possible safeguarding concern, staff and the Child Protection Team should explicitly consider:

- Communication difficulties, which may affect a child's ability to articulate what has happened to them
- Non-verbal or pre-verbal children, who may show signs of abuse or distress only through behaviour, presentation or physical signs
- Children who use AAC (alternative and augmentative communication), ensuring their AAC system or device is available and used to support disclosure
- Masking or camouflaging, where a child (for example, many autistic children) may hide distress or present as coping when they are not
- Dependence on adults for personal care or daily living, which can increase vulnerability and reduce opportunities to disclose privately
- Difficulties reporting abuse, including not recognising behaviour as abusive, not having the vocabulary to describe it, or fear of not being believed or understood
- Sensory or communication differences that may affect how distress, pain or fear is expressed or perceived by others
- Behaviour that may indicate distress, which should be considered as a possible form of communication rather than being dismissed as 'just behaviour'

A child's SEND, communication needs or behaviour must never be assumed to explain away a change in presentation that could indicate abuse or neglect. Any change should be explored and recorded, not attributed by default to a child's known needs or diagnosis.

10.1 Medical Conditions, Including Allergies

New section — reflects DfE Allergy safety in schools guidance

An incident relating to the management of a pupil's medical condition, including allergies, does not in itself constitute a safeguarding concern. However, we will consider a safeguarding referral where a child's medical condition may increase their vulnerability to neglect, abuse or exploitation, or where essential information about a child's medical condition has not been shared with the school, or a child is repeatedly sent to school without essential medication or support. We follow DfE statutory guidance on Supporting pupils at school with medical conditions and Allergy safety in schools, alongside our own medical conditions, allergy and first aid policies.

10.2 Pupils Requiring Mental Health Support

Staff should be alert to changes in behaviour, presentation, attendance or emotional wellbeing that could indicate a child has suffered or is at risk of suffering abuse, neglect or exploitation, including self-harm, signs of an eating disorder or suicidal ideation. Concerns should be reported to the DSL. Only an appropriately trained professional should attempt to make a diagnosis of a mental health problem, but all staff have a role in promoting good mental wellbeing.

11. Pupils with a Social Worker

Pupils may need a social worker due to safeguarding or welfare needs. The DSL and all staff will work with and support social workers to help protect vulnerable children. Decisions about responding to unauthorised absence, providing pastoral or academic support, and other matters will always consider the child's safety, welfare and educational outcomes.

12. Looked-After, Previously Looked-After, Care Leavers and Kinship Care Children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children, previously looked-after children, care leavers and children in kinship care arrangements safe.

Our designated teacher for looked-after children is Karen Ayres (SENCO). The designated teacher will work closely with the DSL and with Virtual School Heads, including discussing how Pupil Premium Plus funding can best support children's personal education plans.

Care leavers: the DSL and designated teacher will maintain relevant contact details and work with a care leaver's Personal Advisor as necessary to address any safeguarding or welfare concerns.

Kinship care: Virtual School Heads have extended responsibility for children in kinship care. We update our safeguarding registers to include children in kinship or informal care arrangements and liaise with the VSH to access additional support.

Private fostering: where such arrangements come to the attention of staff, we will notify Enfield Local Authority so officers can check the arrangement is suitable and safe for the child.

13. Young Carers

New section — reflects KCSIE 2026

A young carer is a person under 18 who provides, or intends to provide, care for another person, other than where the care is provided under a contract, as voluntary work, or otherwise for payment. Being a young carer does not constitute a safeguarding concern, but caring responsibilities may contribute to or indicate additional vulnerability.

We will seek to identify young carers at the earliest opportunity and ensure that their caring responsibilities are considered as part of our safeguarding, pastoral, attendance and early-help arrangements. Staff should be alert to the possibility that a child may be a young carer even where this has not been formally identified, and should pass this information to the DSL.

14. Volunteers

New section — reflects the removal of the volunteer supervision exemption from 1 September 2026

We carry out appropriate safeguarding and safer-recruitment checks on all volunteers and complete a written risk assessment when deciding whether a DBS check is required and, where eligible, the level of check to obtain. The assessment takes account of the nature and frequency of the role, the ages of the children, the degree of contact with children, whether the volunteer will work alone or be supervised, and any other relevant safeguarding risks.

From 1 September 2026, supervision no longer automatically prevents a volunteer's work from being regulated activity. A volunteer who teaches, trains, instructs, cares for or supervises children on more than three days in any 30-day period, or overnight, will be engaging in regulated activity even if supervised. We will obtain an enhanced DBS check with children's barred-list information for any volunteer engaging in regulated activity.

As St Michael's has an EYFS setting, volunteers must not begin working in any provision covered by the EYFS framework until the school has received the volunteer's enhanced DBS certificate, including children's barred-list information.

All volunteers receive appropriate safeguarding induction, understand our safeguarding procedures and staff code of conduct, know how to report concerns, and are appropriately supervised. Volunteer checks, risk assessments, decisions and supervision arrangements are recorded and reviewed if the role or circumstances change (see also Appendix 2).

15. Restrictive Interventions, Including the Use of Reasonable Force

Updated to reflect the DfE's Use of reasonable force in schools guidance (in force 1 April 2026)

There may be circumstances where staff need to use reasonable force or another restrictive intervention to safeguard pupils, prevent harm or maintain safety. 'Restrictive intervention' means any means to prevent, restrict or subdue the movement of a pupil's body, or part of it. 'Reasonable force' covers a range of actions involving physical contact to control or restrain a child — reasonable means using no more force than necessary, for the shortest time necessary.

We always seek to minimise the use of restrictive interventions through positive relationships, effective behaviour support and de-escalation strategies. Restrictive interventions must never be used as a form of punishment, and staff should use the least restrictive option appropriate to the circumstances.

Any use of restrictive intervention, including reasonable force, requires a pupil welfare check, incident report, parental notification and recording on our safeguarding system, with follow-up including a behaviour support plan and review of staff training where needed. Leaders will consider whether to liaise with the LADO where a physical intervention may lead to an allegation. Any member of staff who uses reasonable force must inform the DSL and headteacher and provide a written report.

16. Use of Alternative Provision

Updated to reflect February 2026 DfE guidance and the 31 August 2026 voluntary national standards for unregistered provision

From time to time we may place a pupil with an alternative provision provider. The school retains responsibility for the safeguarding of pupils placed in alternative provision and will undertake appropriate due diligence — including a visit by a member of staff — before any placement is made, to ensure the provision is suitable and has robust safeguarding arrangements meeting KCSIE requirements.

We obtain written confirmation from the provider that appropriate safeguarding checks have been carried out on their staff, in line with the checks we would undertake ourselves, and that the provider will inform us of any staffing changes or arrangements that might put a child at risk. We obtain written assurance that the provider knows where the pupil is based during school hours and will notify us immediately if a child is not attending, goes missing, or a safeguarding concern is identified. We review alternative provision arrangements at least half-termly.

17. Child Leaving or Joining the School

New section — clarifies information sharing under KCSIE 2026

17.1 Child Leaving the School

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded securely and separately from the main pupil file, within 5 days for an in-year transfer, or within the first 5 days of a new term. If concerns are significant or complex, or social care is involved, the DSL will consider sharing information in advance of the child leaving. If the next school is not known, our children missing from education procedures will be followed and, where there is concern, children's services alerted.

17.2 Child Joining the School

When a child joins St Michael's, we ensure that all relevant safeguarding and child protection information is obtained promptly from the child's previous school or setting, transferred securely, and shared with appropriate staff on a need-to-know basis to ensure the child's safety and welfare are effectively supported from the point of admission.

18. Complaints and Concerns About School Safeguarding Policies

18.1 Complaints Against Staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 3).

18.2 Other Complaints

Any concerns regarding pupils or premises should be directed to the DSL or a member of the Child Protection Team in the first instance.

18.3 Whistle-Blowing

Any member of staff with concerns over the practice of a colleague should report to the Headteacher. Concerns relating to the Headteacher should be reported directly to the Chair of Governors (Juliette Doggett). The Headteacher or Chair of Governors will contact the LADO and follow their advice. Where a member of staff feels unable to raise a concern internally, the NSPCC whistleblowing helpline is available on 0800 028 0285 or help@nspcc.org.uk. Our values of Integrity and Respect mean that all concerns are taken seriously and handled with care.

19. Record-Keeping

All safeguarding concerns, discussions, decisions made and the rationale for those decisions must be recorded in writing. Records will include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any action taken, decisions reached and the outcome; and instances where referrals may or may not have been made to another agency, and the rationale.

Concerns and referrals are kept in a separate child protection file for each child. All information is recorded electronically on CPOMS (secure, accessible only to the Safeguarding Team). Confidential records will be held securely, shared with staff on a 'need to know' basis only, and in accordance with data protection legislation.

20. Training

20.1 All Staff

All staff will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety. Training is updated at least annually and will include KCSIE 2026 changes. All staff receive Prevent awareness training. All volunteers receive appropriate training (see section 14).

20.2 The DSL and Deputies

The DSL and deputies undertake child protection and safeguarding training at least every 2 years, update their knowledge and skills at least annually, and undertake Prevent awareness training.

20.3 Governors

All governors receive safeguarding and child protection training (including online safety) at induction, regularly updated. The Chair of Governors receives additional training in managing allegations against the headteacher.

20.4 Recruitment — Interview Panels

At least one person on any interview panel will have undertaken safer recruitment training covering KCSIE 2026 and local safeguarding procedures.

21. Monitoring Arrangements

This policy will be reviewed annually by Jade-Simone Bacon (Headteacher) in conjunction with Juliette Doggett (Chair of Governors) and input from other relevant staff. At every review, it will be approved by the full governing board.

22. Links with Other Policies

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and Safety
- Attendance
- Online Safety
- Equality
- Relationships, Sex and Health Education
- First Aid, Medical Conditions and Allergy Policies
- Curriculum
- Designated Teacher for Looked-After and Previously Looked-After Children
- Privacy Notices and Data Sharing Agreements
- Allegations Against Staff
- Generative AI Use in School
- Restrictive Interventions and Use of Reasonable Force

Appendix 1: Types of Abuse, Neglect and Exploitation

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, serious bullying (including cyber-bullying), or exposure to domestic abuse including where they see, hear or experience its effects.

Sexual Abuse

Updated definition — KCSIE 2026

Involves forcing, causing or inciting a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. Sexual abuse is not solely perpetrated by adult males — women and other children can also commit acts of sexual abuse. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. It can occur online as well as in person. A child under the age of 13 can never legally consent to sexual activity.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Exploitation

Exploitation — including child sexual exploitation (CSE) and child criminal exploitation (CCE) — involves an individual or group taking advantage of an imbalance of power to coerce, control, manipulate or deceive a child. The victim can be exploited even when the activity appears consensual. It does not always involve physical contact and can happen online.

Appendix 2: Safer Recruitment and DBS Checks

Our safer recruitment procedures are compliant with KCSIE 2026. We ensure that at least one person on any interview panel has undertaken safer recruitment training. All pre-appointment checks are recorded on the Single Central Record (SCR). We verify identity, obtain enhanced DBS certificates (with barred list information for regulated activity), verify right to work in the UK, and carry out additional checks for overseas applicants.

Governors hold an enhanced DBS check (without barred list information unless in regulated activity) and a section 128 check. Volunteers are checked in accordance with section 14 (Volunteers) of this policy.

Trainee/student teachers: where applicants for initial teacher training are salaried by us, we ensure all necessary checks are carried out. Where trainee teachers are fee-funded, we obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged suitable to work with children.

Alternative Provision: in line with KCSIE 2026, we obtain written confirmation from any alternative provision provider that appropriate safeguarding checks have been carried out on their staff (see also section 16).

Appendix 3: Allegations of Abuse Made Against Staff (Including Low-Level Concerns)

Section 1: Allegations That May Meet the Harm Threshold

This section applies where it is alleged that a current member of staff, supply teacher, trainee teacher, volunteer or contractor has behaved in a way that has harmed a child, may have harmed a child, possibly committed a criminal offence, or behaved in a way indicating they may pose a risk of harm to children. This includes behaviour inside and outside of school.

A case manager (headteacher, or chair of governors if the allegation concerns the headteacher) will lead any investigation. Suspension will not be the default position. The case manager will liaise with the LADO and, where appropriate, with police and children's social care. We will inform Ofsted of any allegations of serious harm as soon as reasonably possible and always within 14 days.

Section 2: Low-Level Concerns

A low-level concern is any concern — no matter how small — that an adult working in or on behalf of the school may have acted in a way inconsistent with the staff code of conduct. Examples include being overly friendly with children, taking photographs of children on a personal mobile phone, or engaging with a child on a one-to-one basis in a secluded area.

Low-level concerns should be reported to the DSL and the headteacher via: lowlevelconcerns@st-michaels.enfield.sch.uk. All concerns are recorded securely and reviewed for patterns. Our value of Integrity means we encourage staff to report any concern, however small, and we respond sensitively and proportionately.

Appendix 4: Specific Safeguarding Issues

Absence from Education

Being absent from education can be a warning sign of a range of safeguarding concerns, including sexual abuse and exploitation. Following Working Together to Improve School Attendance, attendance is every educator's responsibility. Where reasonably possible, we hold more than one emergency contact number for each pupil.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse, neglect and exploitation. Victims can be exploited even when the activity appears consensual. If any staff member suspects CCE or CSE, they will discuss this with the DSL, who will trigger local safeguarding procedures, including referral to children's social care and the police.

Domestic Abuse

Children can be adversely affected by domestic abuse and/or violence at home, including where they see, hear or experience its effects. If police are called to a domestic abuse incident involving children in the household, Operation Encompass ensures they will inform the DSL before the child arrives at school the following day.

Online Safety — Misinformation and AI

Misinformation, disinformation and conspiracy theories are identified as content risks under online safety (see section 8). The school also addresses the safe use of generative AI, directing staff and pupils to the DfE's Generative AI product safety expectations.

Racism and Faith-Targeted Abuse

New — KCSIE 2026

Racism, faith-targeted abuse and other prejudice-based discrimination are recognised as forms of harm that can significantly affect a child's welfare, wellbeing and sense of safety. Staff have a duty to recognise, challenge and record such incidents in line with sections 1, 4, 5.1 and 7.9 of this policy.

Preventing Radicalisation

Schools continue to follow the Prevent duty under the Counter-Terrorism and Security Act 2015. The DSL ensures a Prevent risk assessment is completed and reviewed at least annually, undertakes Prevent awareness training, and staff are trained to identify children at risk of being drawn into terrorism.

FGM and Forced Marriage

All forms of honour-based abuse are abuse and will be handled and escalated as such. See section 7.3 for the mandatory statutory duty on teachers regarding FGM. For forced marriage concerns, the DSL will seek advice from the Forced Marriage Unit on 020 7008 0151.

Kinship Care

Virtual School Heads have extended responsibility for children in kinship care. We update our safeguarding registers to include children in kinship or informal care arrangements and liaise with the VSH to access additional support.

Toilets

New — school premises requirements, KCSIE 2026

We provide separate toilets for boys and girls aged 8 and over (other than individual toilets in a room intended for use by one pupil at a time), as required by the School Premises (England) Regulations 2012. We do not allow children into toilets designated for the opposite biological sex. If a child questioning their gender does not want to use the toilet designated for their biological sex, we will consider whether we can provide an alternative facility that does not compromise the safety, comfort, privacy or dignity of that child or any other children.

Our School Values

Love • Respect • Integrity

These values underpin every aspect of safeguarding at St Michael's. We act with love for every child's wellbeing, respect for their dignity and rights, and integrity in all our actions and decisions.

*St Michael's Church of England Primary School
Child Protection and Safeguarding Policy | Updated September 2026 | KCSIE 2026 Compliant*